

# Which Side Is Which?

## Kindergarten



### OBJECTIVES

Students will examine the significance of the Louisiana Purchase and the journey of Lewis and Clark's Corps of Discovery. They will become familiar with the features of the Peace Medal nickel and be able to differentiate between the heads side and the tails side. They will also record coin-flip data on a graph and analyze it.



### CLASS TIME

Two 20- to 30-minute sessions



### NATIONAL STANDARDS

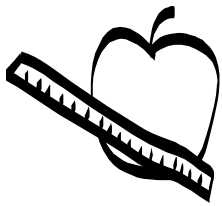
This lesson reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of Mathematics (NCTM), and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Individual Development and Identity
- Social Studies: People, Places, and Environment
- Mathematics: Data Analysis and Probability
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



### MATERIALS

- Images of the explorers Lewis and Clark
- The "Louisiana Territory Map" from the Resource Guide
- Chart paper
- Markers
- Copies of an age-appropriate text that provides basic historical information about the Lewis and Clark expedition, such as:
  - *The Travels of Lewis and Clark* by Lara Bergen
  - *How We Crossed the West; The Adventures of Lewis and Clark* by Rosalyn Schanzer
  - *Seaman's Journal: On the Trail with Lewis and Clark* by Patti Reeder Eubank
  - *Going Along with Lewis and Clark* by Barbara Fifer



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- Copies of the Jefferson Peace Medal reverse from the Resource Guide
- Scissors
- Crayons
- Pencils
- 1 overhead projector
- 1 overhead transparency of the pre-2004 Monticello nickel obverse from the Resource Guide
- 1 overhead transparency of the pre-2004 Monticello nickel reverse from the Resource Guide
- Peace Medal nickels (1 per student)
- 1 overhead transparency of the Jefferson Peace Medal reverse from the Resource Guide
- Copies of the “Heads or Tails” worksheet



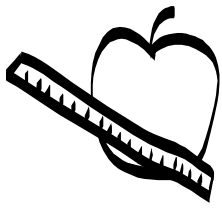
## PREPARATIONS

- Gather images of Meriwether Lewis and William Clark.
- Make an overhead transparency of the “Louisiana Territory Map” from the Resource Guide.
- Locate an appropriate text that provides basic historical information about the Lewis and Clark expedition (see examples under “Materials”).
- Make copies of the Jefferson Peace Medal reverse from the Resource Guide (1 per student).
- Make an overhead transparency of the Jefferson Peace Medal reverse from the Resource Guide.
- Make an overhead transparency of the old Jefferson nickel obverse from the Resource Guide.
- Make an overhead transparency of the old Jefferson nickel reverse from the Resource Guide.
- Gather some Peace Medal nickels (1 per student).
- Make copies of the “Heads or Tails” worksheet (1 per pair).



## GROUPINGS

- Whole group
- Pairs



# Which Side Is Which?



## TERMS AND CONCEPTS

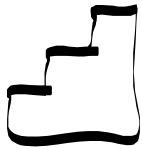
- Obverse (heads)
- Reverse (tails)
- Lewis and Clark
- Explorer
- Louisiana Territory
- Medal
- Nickel
- Graph



## BACKGROUND KNOWLEDGE

The students should have a basic knowledge of:

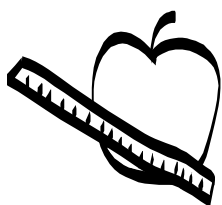
- The term “explorer”
- Circulating coins



## STEPS

### Session 1

1. Display an image of the explorers Lewis and Clark and explain that these men are very important in our country’s history. Ask students to infer from the picture why these men might be important. What might they have done?
2. Explain to the class that these men were named Meriwether Lewis and William Clark and that they were explorers. Engage students in a discussion about the meaning of the term “explorer.” Record the students’ responses on chart paper for all to see.
3. Display the overhead transparency of the “Louisiana Territory Map” and show the students the Louisiana Territory, which Lewis and Clark explored. Explain that Lewis and Clark explored this area a long time ago.
4. Point out the states that were part of the United States before the Louisiana Purchase. Explain that our country bought this land and Lewis and Clark were asked to find out what kinds of animals, plants, and people lived on this land.
5. Point out the location of the class’s school and ask whether or not this area was part of the United States before Lewis and Clark’s trip.
6. Introduce students to the selected text. As a group, preview the text and illustrations to generate predictions about what is occurring at different points in the book.
7. Read this story aloud to the group. Ask students to pay attention to what Lewis and Clark did when they met American Indians along their journey. During the reading, attend to any unfamiliar vocabulary and difficult concepts.
8. After reading the story, ask the students to recall or act out the main events of the story. Record all student responses on a new piece of chart paper.
9. Ask students to recall what Lewis and Clark did when they met new American Indians. Students should note that Lewis and Clark gave them gifts and Peace Medals when they met.

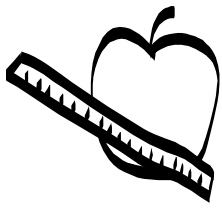


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10. Distribute a copy of the Jefferson Peace Medal reverse to each student. Explain that this is an image of the Peace Medal that was given to American Indian chiefs. Ask students why they think these may have been given. Briefly discuss with the students the meaning of the images on the medal.
11. Direct the students to cut out the medal.
12. On the back of this medal, direct the students to write their names and then draw a picture of their favorite part of the Lewis and Clark story. Each student should also write or dictate a sentence about this picture.

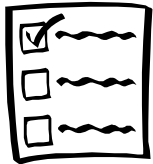
## Session 2

1. Display the transparency of the pre-2004 Monticello nickel obverse. Ask students to examine the image and tell you what they know about it. Students should be able to identify it as the obverse (front) of a nickel and, perhaps, that the person is President Thomas Jefferson. Explain that he was the president who sent Lewis and Clark on their journey.
2. Display the transparency of the pre-2004 Monticello nickel reverse. Ask students to examine the image and tell you what they know about it. Students should be able to identify it as the reverse (back) of a nickel. If students do not know, explain that the building was President Jefferson's home, called Monticello.
3. Remind the students of the story that they heard about Lewis and Clark and ask them to recall information about the expedition.
4. Explain that it has been 200 years since Lewis and Clark began their journey, and that the United States has made new nickels that will tell the story of these travels to celebrate this anniversary. Distribute a Peace Medal nickel to each student and allow them time to thoroughly examine each side.
5. Ask students to describe what they see on the obverse of the Peace Medal nickel. Have they ever seen this image before? Where? Students should notice that the image on the obverse of the Peace Medal nickel is the same as on the obverse of the nickel that they're used to seeing.
6. Ask students to flip their coin over and look at its reverse. Have they ever seen this image before? With some prompting, students may remember that the image on the reverse looks similar to the image on the Peace Medal that they had examined in the last session.
7. Display the transparency of the Jefferson Peace Medal reverse. Direct students to compare this with the Peace Medal nickel reverse. The students should recall the meaning of these symbols from the previous discussion.
8. Explain the connection between the handshake on the nickel and the purpose of the Lewis and Clark expedition. Help students understand that a handshake is a symbol of peace and friendship. Tell them that when Lewis and Clark met American Indians, they wanted to assure them that they were coming in peace and could be trusted.



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9. Make a real-world connection for the students by asking if they have ever seen people shaking hands. What does that mean? Elicit responses such as “it’s a way of greeting another person” or “it’s polite.”
10. Direct the students to shake hands with the person sitting next to them.
11. Redirect the student’s attention to the Peace Medal nickel. Ask students to identify the “heads” and “tails” sides of this new coin.
12. Explain to the students that they will be doing a graphing activity with the coins.
13. Assign each student a partner and give each pair a copy of the “Heads or Tails” worksheet and a crayon.
14. Direct the students to take turns flipping their new nickel. Each student will have five turns to flip the coin.
15. The students will watch to see whether the coin lands with the heads or tails side up. If the coin lands showing the heads side, the students will salute each other like a United States soldier does when he sees the President of the United States. They will also color in one space on their worksheet under the “heads” column. If the coin shows the tails side, they will shake hands with their partner like Lewis and Clark and an American Indian. They will also color in a space on the “tails” side of their worksheet.



## ASSESSMENT

- Evaluate the pictures and captions to check for student understanding.
- Take anecdotal notes about the students who were able to accurately differentiate between the heads and tails sides of the nickels. Also make note of their ability to graph this information correctly.



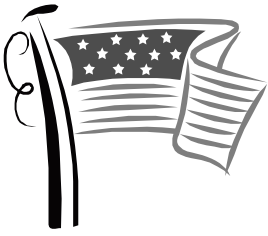
## ENRICHMENT/EXTENSIONS

- As a class, analyze the results of the heads and tails game. Discuss which side of the coin landed facing up most often.
- Keep theme-related books about Lewis and Clark and the Louisiana Purchase in the class library so that the children can read them at their leisure.



## DIFFERENTIATED LEARNING OPTION

For higher-level thinking, provide students with a bag containing a variety of coins including nickels, dimes, pennies, and quarters. Distribute a chart that includes a column for the obverse and reverse of each coin. Direct students to take out one coin at a time. As they take the coins out, they will flip the coin and mark their chart as described above. This will require students to differentiate between the sides of the other circulating coins as well as those of the new nickel.



# Heads or Tails?

Name \_\_\_\_\_

**HEADS**



**TAILS**